



# Quarterly Report

**S.O. 22**

**Improved Quality of Education**

## Quarter 3

January 1 – March 31, 2005

**Submitted to:**

**U.S. Agency for International Development / Egypt**

**Submitted by:**

**American Institutes for Research**

**With:**

**Education Development Center, Inc.  
World Education**

**Submitted by:**

**Academy for Educational Development**

**With:**

**Michigan State University (MSU),  
Research Triangle (RTI),  
ORC Maroco International  
and the University of Pittsburgh**

Cooperative Agreement No. GDG-A-00-03-00006-00

Cooperative Agreement No. 263-A-00-04-00006-00



---

# Table of Contents

<b>TABLE OF CONTENTS .....</b>	<b>II</b>
<b>ACRONYMS .....</b>	<b>III</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>5</b>
<b>ACHIEVEMENTS.....</b>	<b>7</b>
PROFESSIONAL DEVELOPMENT .....	7
CAPACITY FOR DECENTRALIZATION.....	13
COMMUNITY PARTICIPATION .....	16
PARTICIPANT TRAINING.....	21
STANDARDS.....	22
MONITORING AND EVALUATION.....	23
<b>NOTABLE NEWS.....</b>	<b>26</b>
SCHOOL GOVERNANCE IN ACTION.....	26
AROUND THE GOVERNORATES IN FIFTEEN DAYS.....	27
SCHOOL SUPERVISORS TRAINED IN STANDARDS-BASED OBSERVATION .....	29
PERCEPTIONS AND ATTITUDES ON TECHNICAL EDUCATION AND SCHOOL-TO-WORK .....	30
GETTING STUDENTS INVOLVED: COMMUNITY YOUTHMAPPING (CYM).....	31
VOICES FROM THE FIELD HEARD FOR THE FIRST TIME.....	31
CAPACITY BUILDING.....	32
ERP BASELINE STUDIES UNDERWAY.....	33
BUILDING THE ERP DATA MANAGEMENT SYSTEM .....	33
EVALUATION: SUPPORTING HAND IN HAND 2.....	34
<b>GRAPHS, TABLES, AND CHARTS .....</b>	<b>35</b>
PARTICIPATION IN ERP EVENTS DURING QUARTER 3, BY GOVERNORATE:.....	35
ERP EVENTS DURING QUARTER 3, BY TYPE: .....	36
PARTICIPATION IN ERP EVENTS DURING QUARTER 3, BY AFFILIATION:.....	37
PARTICIPATION IN ERP EVENTS DURING QUARTER 3, BY GENDER:.....	38
PARTICIPANTS IN ERP EVENTS DURING QUARTER 3, BY POSITION:.....	39
MATERIALS DEVELOPED AND/OR DISTRIBUTED DURING THE QUARTER:.....	40

---

# Acronyms

ABA	Alexandria Business Association
ADC	Alexandria Development Center
AEAC	Alexandria Education Advisory Committee
AED	Academy for Educational Development
AEMTEP	American Egyptian Master Teacher Exchange Program
AIR	American Institutes for Research
BOT	Boards of Trustees
CALL	Computer-Assisted Language Learning
CAS	Classrooms and Schools
CCIMD	Center for Curriculum and Instructional Materials Development
CDA	Community Development Associations
CDELT	Center for Developing English Language Teaching
CDIST	Central Division for In-Service Training (MOE)
CIDA	Canadian International Development Agency
COP	Chief of Party
CTO	Cognizant Technical Officer
DGM	Decentralized Governance and Management
EACs	Education Advisory Councils
ECDE	Early Childhood Development Education
EDC	Education Development Center
EEP	Education Enhancement Program
EFL	English as a Foreign Language
ESS	Education System Support
FOE	Faculties of Education
FOER	Faculties of Education Reform
FOERC	Faculties of Education Reform Committee
GEAC	Governorate Education Advisory Committee
GERN	Governors Education Reform Network
GOE	Government of Egypt
HEEP	Higher Education Enhancement Project
IBRD	International Bank for Reconstruction and Development
ICT	Information Communication Technology
IELP II	Integrated English Language Program-II
INSET	In-Service Educational Training

---

IR	Intermediate Results
LEAD	LEAD Foundation
M&E	Monitoring and Evaluation
EMIS	Education Management Information System
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MSU	Michigan State University
NCEEE	National Center for Examinations and Educational Evaluation
NFE	Non-Formal Education
NSC	National Standards Committee
NSP	New Schools Program
PMC	Project Management Committee
PPMU	Program Planning and Monitoring Unit (MOE)
PT	Participant Training
PTC	Parent Teacher Councils
RTI	Research Triangle Institute
SBTU	School-Based Training Units
SC	School Construction
SCU	Supreme Council of Universities
SEEP	Secondary Education Enhancement Program (World Bank)
SO	Strategic Objective
START	Strategic Technical Assistance for Results with Training
STW	School-to-work
TNE	Teachers for a New Era
TNH	Toward New Horizons
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WE	World Education

---

# Executive Summary

The core focus, in Quarter 3, of the Education Reform Program was demonstrating a more unified coordinated effort to our partners. This included: building an awareness of the interrelationships among EQUIP 1 and EQUIP 2 program goals and establishing a clearly synchronized vision with partners, establishing a joint-program presence in the seven focal Governorates, and in carrying out interdivision activities. The results of these efforts are presented here in this reworked single Education Reform Program (ERP) report.

Following an initial education reform awareness building activity in Quarter 2, an extensive series of education reform meetings and other activities took place in Quarter 3 for members of the Ministry of Education's Central Training System, the Center for Curriculum and Materials Development, School to Work Committees, Subject Councilors, school personnel (teachers, senior teachers, principals, and others), and various community organizations. These events highlighted the relation between EQUIP 1 and EQUIP 2 and explored ways in which ERP could best respond to the needs of these key partners.

Work in the field offices is well underway. Both EQUIP 1 and EQUIP 2 staff have been hired and are working closely with partners at the local level. The governorate offices have provided a venue for regional operations. Local Monitoring and Evaluation Coordinators provided a key role in the implementation of two large-scale baseline studies: the Market Research (Citizen satisfaction) and Standards-based Classroom Observation Protocol for Egypt studies. Local DGM advisors organized and coordinated training sessions in each of the governorates for Community Youth Mapping and have been working closely with School to Work Committees in addressing the perceptions and attitudes toward the School to Work program. Local EQUIP 1 staff have been instrumental in the achievements made in the various communities.

As mentioned above, several regional-based studies were carried out in this quarter in order to establish baseline data from which program outcomes and later impact may be determined. A market research study was carried out in five of the seven governorates in order to measure the value and importance of various education issues from a parent's perspective. The information will provide a baseline for our Strategic Objective 22 Results Framework: specifically for program Component 11.3 Community-Based (Demand Driven) Education Improvement. Data collection was completed by the end of Quarter 3 and results will be shared with the governor's in each of the participating governorates in Quarter 4. Though Cairo and Alexandria did not participate it is expected that they will be interested once governors see the potential for education improvements based on evidence collected in the field.

In addition, the ERP Education Quality and Monitoring & Evaluation Divisions conducted a capacity-building/data collector training exercise in Quarter 3 in order to train local data collectors for the baseline study on education quality. This study measures teacher enactment of instructional practices that are characteristic of, and common to, reform-based teaching methods and are tied to the Egyptian National Teacher Performance standards. The study also looks at student behaviors that reflect the development of problem solving and critical thinking skills. Training and data collection took place in Quarter 3 and analysis will begin in Quarter 4.

Other collaborative activities included the training of 120 school-based training unit teachers in new approaches to lesson planning linked to national standards, training to 54 AEA literacy teachers and supervisors, 97 community life-skills coordinators, 100 local education leaders in both general and technical education and 156 school supervisors. In addition the Community Education Profile Questionnaire, Community Education Action Plan, and

---

Community Development Association (CDA) Organization Assessment Tool instruments were developed in coordination with local CDAs. These tools will be used to identify educational issues and priorities in the seven regional governorates. Other highlights include the enrollment of 1,300 girls and 635 boys in New Horizons and New Visions classes, the distribution of 1,000 New Vision Kits, the distribution of 300 New Horizons kits, and 4,000 copies of level one integrated health and literacy books.

At the beginning of Quarter 4 work will begin on the planning for the next and subsequent years of ERP. Five integrated focus areas have been agreed upon and will serve as a basis for planning. These areas: Professional Development, Standards, Decentralization, Community Mobilization, and Monitoring & Evaluation correlate with the Egyptian Ministry of Education's strategic framework. ERP staff will work in these areas in planning and carrying out their work in the future.

## Section

# 1

## Achievements

### Strategic Objective 22: Improved Quality of Education

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>Professional Development</b>				
<b>PC 11</b> <b>Improve the Quality of Basic Education</b>  <i>Local Training System</i>	<b>Orientation on Standards-Based Reform (ESS)</b>	Provide a detailed report on the current status of the local training system  Develop a team of trainers well informed in strategic planning and standards based education reform	Report in progress  A team of nine trainers able to facilitate training on strategic planning for local training players were selected after a five-day TOT workshop on Strategic Planning and Standards-Based Education Reform	Strategic planning proved to be quite challenging to all participants in the TOT workshop on Strategic Planning and Standards-Based Education Reform.
	<b>Visioning and Partner Planning (ESS)</b>	Refine visions of local training in the seven governorates  Define future roles and responsibilities of the local training system  Identify policy/regulatory reform measures needed for building quality local training system	A refined vision developed for each of the local training systems in the seven governorates  Main roles and responsibilities for the local training systems provided  Needed policy/ regulatory reform measures identified	The list of perceived policy/regulatory issues proved to be quite a challenge when discussed with governorate Undersecretaries

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Professional Dev. cont'd)  <b>Supervisory System</b>	<b>Visioning Seminars for Directors and Senior Supervisors (ESS)</b>	Complete the series of the visioning seminars started in Quarter 2  Conduct other visioning seminars with inspectors general, senior supervisors, and supervisors  Consolidate supervisory system vision and mission	A supervisory system vision and mission have been developed, discussed and shared within the supervisory system (subject counsellors, inspectors general, senior supervisors, and supervisors)  The supervisory system vision and mission have been discussed with the Undersecretaries in the seven governorates and with central and local system directors.	
	<b>Supervisors' Network Training Workshops (ESS)</b>	Meet with subject counsellors and inspectors general to discuss the future roles of the supervisory network  Meet with governorate inspectors general to define the criteria and process of forming the supervisors' network	Application and screening processes have been completed.  Potential network members were short-listed to be interviewed by panels that include their subject counselors	
	<b>Supervisory System Training Needs Assessment (ESS)</b>	Identify baseline roles of supervisors to decide on/prioritize needs for technical assistance  Identify system challenges and policy issues currently affecting supervisors' performance	Instrument has been designed and piloted  Data have been collected	
<b>Central Training System</b>	<b>Identification of Policy Development Needs (ESS)</b>	Select a policy development decision-making core group of CTS directors and specialists  Hold focus group sessions to	CTS decision-making policy development core group formed  CTS policy development issues identified and categorized as	CTS policy development issues were shared with reps of the local and supervisory systems and governorate Undersecretaries and will be



Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>(Professional Dev. cont'd)</b>		identify and clarify CTS policy development issues based on the CTS Vision for Reform Document and CTS Needs Analysis Report	organisational, administrative, technical, and financial	presented at the National Forum in May  A holistic view of the training system with its varied linkages to other training bodies is a critical issue for discussion at the National Forum
	<b>Needs Analysis (ESS)</b>	Train CTS specialists to process and analyze data and write a final report  Provide a final report identifying CTS training needs and policy development issues	Selected CTS specialists trained to process and analyze data and write final report  Final report on CTS needs provided	Final report submitted on CTS needs in three areas: capacity building, policy development, and infra-structure development  CTS reform needs will be submitted at the National Forum in May
<b>Training System</b>	<b>Educational Reform Awareness and Decision/Policy Makers (DPM) Challenge Assessment (ESS)</b>	Organize workshops for decision/policy makers to address the issues raised and challenges identified by the training and supervisory systems under education reform	Two one-day workshops held for the Undersecretaries, representatives of the training and supervisory systems, and key officials to address reform challenges/constraints  A report on Policy Environment completed  Two documents on GOE envisaged plans for decentralization and a professional academy for teachers	More interaction about professional development and in-service training will take place among representatives of the training and supervisory systems and the Undersecretaries before they meet for the National Forum in May
	<b>Decision/Policy Makers (DPM) Profile Development (ESS)</b>	Meet with MOE organization leaders and decision makers to map major reform and policy issues relevant to the training system	A one-day workshop held for the directors of the National Centers to orient them on ESS mandate  A report completed on the current in-	The National Centers lack directives from MOE authorities on implementing procedures for decentralization

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Professional Dev. cont'd)			service training mandate of the National Centers	
	<b>Research on Standards-Based Teacher Support Systems (ESS &amp; M&amp;E)</b>	<p>Complete data collection</p> <p>M&amp;E to develop data entry and analytic tool, and assume the responsibility of entering data for 7,849 entry, 17,973 records, and 275,966 fields</p> <p>Generate multi criteria analytic report tool</p> <p>Write a report on the findings</p>	<p>Instrument developed, piloted, and administered. Participants from the INSETs were trained on data entry using the analytic/ deanery tool</p> <p>Data were coded, entered, and analyzed</p> <p>Report written</p>	<p>The output from this activity was two fold: 1) capacity building in monitoring, evaluation, and data management. 2) Baseline study carried out.</p> <p>This baseline study investigates the training programs and trainers in in-service training systems. The results will be presented at the National Forum in May 2005.</p>
<b>In-service Training</b>	<b>ERP Education Quality Baseline study: Standards-based Classroom Observation Protocol for Egypt (SCOPE) (EQ and M&amp;E)</b>	<p>Design baseline study on current teacher practice</p> <p>Develop the teacher sample required</p> <p>Conduct capacity-building/data collector standardization training</p> <p>Assign data collection tasks to data collectors.</p>	<p>This collaborative effort between EQ and M&amp;E included baseline study design to capture current teacher practice and a capacity-building/data collector standardization training conducted March 19 - 24 and March 26 - 31. A total of 159 supervisors attended the training.</p> <p>M&amp;E coordinators in the governorates assisted with developing the required teacher sample.</p> <p>The data collection will occur in Q4</p>	<p>This activity was to train data collectors to conduct teacher observations using a standards-based observation checklist. Additionally, this activity aimed at bringing our partners into this evaluation activity so it builds capacity in evaluation and helps create ownership of the study and the method.</p>

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Professional Dev. cont'd)  PC 11.2 Improved Instructional Methods in the Classroom	Hand in Hand 3 Development (ESS)	Finalize all units in the Pupil Book and Teacher Guide  Finalize the two stories  Finalize and produce the audio material  Deliver the whole package to the MOE	HIH 3 package developed and finalized	All materials were edited by ERP internal editor Delivery date to the MOE was extended to end of Quarter 3 to include the assessment framework provided lately by the MOE
	Hand in Hand 1 Revision (ESS)	Revise HIH 1 materials in light of the results of the evaluation study conducted by IELP-II.  Supplement HIH 1 with an assessment component in line with HIH series	Materials revised  Assessment component added	The newly-added assessment component follows the latest assessment framework adopted by the MOE
	Primary Level (NSP) Kits Editing (EQ)	Initiate editing, reproduction, and distribution of primary-level supplementary instructional materials kits developed under the New Schools Program (NSP) for distribution to all primary schools in ERP governorates.	ERP completed survey of a small group of experienced kit users and prepared a report on recommended editorial changes to be completed by a joint work group from the Center for Curriculum and Materials Development (CCIMD) and ERP after review by an ERP and CCIMD joint editing committee.  Submitted report to CCIMD.	Activity undertaken in support of Professional Development
	IELP II Materials Distribution (EQ)	Distribute additional supplementary instructional materials prepared by former projects to ERP schools.	ERP distributed 200 sets of supplementary instructional materials developed by the IELP II across ERP project schools in seven governorates.	Activity undertaken in support of Professional Development

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Professional Dev. cont'd)	Baseline Study Training (EQ)	Use the ERP/EQD baseline study as an opportunity to train program counterparts and build capacity across governorates.	ERP trained 156 school supervisors in classroom observation skills framed around national educational standards	Activity undertaken in support of Professional Development
PC 12 Improve Institutions of Higher Education  <i>Pre-service</i>	Coordination/ Collaboration Partner Meetings with Education Sector Committee, SCU, MOHE, FOEP/HEEP, USAID (FOER)	Reach agreement on Coordination and Collaboration between FOER/ERP and FOEP/HEEP	<p>Meetings involving FOER staff, SCU representatives, FOEP director, and MOHE and MOE representatives were held to report on prior activities and negotiate coordination /collaboration</p> <p>"Statement of Agreement on Coordination and Collaboration" was drafted and revised, based on discussions and feedback</p> <p>MSU staff (Barbara Markle, Ben Perez, David Plank, Dan Schultz) participated in and contributed to efforts toward developing alternative scenarios and reaching agreement with FOEP/HEEP and the MOHE</p>	The agreement is not yet signed as the world Bank FOEP/HEEP did not provide feedback on the document by the agreed upon deadline of mid March 2005.
	E- strategies (FOER)	Designing the FOER website and using e-strategies (Skype, Breeze, email, etc.) to support the work of BOTH MSU and Egypt FOER teams	<p>Installing Skype and Breeze software on FOER staff computers, testing them and using them for MSU-Pitt-Cairo communication</p> <p>Orienting FOER study tour participants on Skype and Breeze and providing software for their computers</p> <p>Posting FOER workshop reports and materials on the FOER/MSU Project</p>	Some programs and software require IT unit support to open internet ports on the ERP server

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Professional Dev. cont'd)			<p>Management site Conducting e-meetings between MSU and Egypt FOER teams to discuss feedback on the current design of the draft website</p> <p>Proposing presentation, "Using e-Strategies to support national education reform in Egypt," for ICIE Conference on E-Learning &amp; Global Implications (Belfast, Northern Ireland, 26-30 June 2005)</p>	
	<b>Intra-ERP Linkages and Coordination (FOER)</b>	Identify possible areas of joint activities with other ERP units (e.g., EQ and ESS)	<p>Exchange work plans and reports with EQ and ESS staff</p> <p>MSU staff (Barbara Markle, Ben Perez, David Plank, and Dan Schultz) participate in and contribute to meetings with EQ and ESS staff to discuss joint planning and university-school collaboration</p> <p>Meeting with Joan Yonkier and Cheryl Groff, on communication strategies</p>	
<b>Capacity for Decentralization</b>				
<b>PC 11 Improve the Quality of Basic Education</b>	<b>DGM Workshops</b>	Conduct specialized workshops in response to needs/requests of partners	<p>1-day overview workshop on International best practices in decentralization for ERP and USAID</p> <p>3-day workshop on International experiences in Education Reform under Decentralization completed for</p>	Special 1-day Executive Briefing for Ministers and Governors postponed until June 2005

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Capacity for Decentralization cont'd)			national and local officials of MOE, MOF, MOHE, MOLA, CAO; participants completed locally focused Decentralization Action Plans	
	<b>Training Needs Analysis for Governorates and MOE (DGM)</b>	Hire a Capacity Building Specialist and begin analysis	Recruitment of Specialist postponed	Recruitment to be reviewed upon appointment of a new DGM Director
	<b>Public Sector/HR Practices Review (Civil Service Review) (DGM)</b>	To map the general Civil Service rules affecting teachers  To conduct awareness raising workshops re: the impact of civil service reform on Education Reform To recommend potential ERP actions	Two Workshops for ERP staff and GOE Officials were conducted on civil service reform and a final report on the civil service in Egypt and its impact on teachers has been disseminated internally	Recommendations generated from the study will help in the preparation of the 2nd annual work plan
	<b>Teacher Motivation Research (DGM)</b>	To design research and questionnaire in order to commence data gathering in Q4	Draft survey/questionnaire designed	Uncover motivation for teaching other than cash to inform decision making on incentive structures.
	<b>Preliminary Legal Review of Laws Affecting Education in Egypt (DGM)</b>	Consultant report to be completed and submitted	Report completed and submitted.	Results to be summarized and distributed in Q4. Results will help shape decisions on priority policies and legal frameworks to support decentralization
	<b>BOT Charters in Seven Target Governorates (NFE/SG)</b>	Conduct meetings with Governorate MOE officials and Social Work Department Supervisors to draft BOT Charters	Finalized 5 of 7 Governorate BOT Charters. Aswan and Cairo charters are in draft form and will be finalized next quarter.	These meetings resulted in collaborative working relationships among ERP staff and GoE counterparts at the governorate and district levels.
	<b>BOT Model and</b>	Conduct BOT Orientation	Held BOT Orientation Workshops for	The workshops encouraged

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>(Capacity for Decentralization cont'd)</b>	<b>Concepts Orientation (NFE/SG)</b>	Workshops for community and school members	38 schools and 114 participants in Fayoum, 36 schools and 144 participants in Minia and 34 school and 64 participants in Beni Sweif.	key ERP objectives, decentralization and standards, among the workshop participants.
<b>PC 11.3 Community-based (Demand Driven) Education Reform Established</b>	<b>BOTs Elections in target ERP schools (NFE/SG)</b>	Conduct preparation meetings with parents, communities and school staff to prepare BOT general assemblies and elections	Held BOT elections in Minia and Beni Sweif resulting in 36 Minia BOTs and 12 in Beni Sweif. BOTs were selected in ERP schools in Aswan, Qena, Fayoum, and El Marg.	These elections were an opportunity to give parents and community members a voice in the school improvement process and garnered a high voter turn-out.
	<b>BOT Roles and Responsibilities Orientation (NFE/SG)</b>	Conduct introductory training workshops for newly established BOTs	Held BOT Roles and Responsibilities Workshops with 39 schools in Fayoum and 150 participants.	These capacity building workshops transfer knowledge and skills to the local community, supporting key ERP objectives of decentralization and sustainability.
	<b>BOT Training and Support Units (NFE/SG)</b>	<p>Conduct cross-governorate exchange visits for Social Work Department Supervisors</p> <p>Conduct meeting with Social Work Department Supervisors to discuss BOT training and support team formation</p>	<p>Conducted Social Work Department Orientation Workshops for 40 participants in Fayoum, 48 in Aswan, and 39 in Minia.</p> <p>Conducted 2 exchange visits to Minia and Beni Sweif BOT activities for 10 Aswan Social Work Departments and 6 El Marg representatives.</p> <p>Established MOE / ERP BOT Training and Support teams established in 5 of 7 governorates. Aswan and El Marg teams will be established next quarter.</p>	<p>BOT support units are comprised of MOE Social Work Department Supervisors lead NGO Partners and ERP staff.</p> <p>Exchange visits and cross sharing between governorates will continue to be a core strategy to facilitate the spread of governorate specific ERP innovations to benefit a larger catchment of schools and communities across the seven governorates.</p>

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>Community Participation</b>				
<b>PC 11.1 Expanded Access to Education for Girls and Boys</b>	<b>Memorandum of Cooperation between ERP and MOE's Adult Education Agency (AEA) (NFE/SG)</b>	Conduct meeting with AEA CEO in Cairo to outline contents of MoC between AEA and ERP	Submitted a Draft Memorandum of Cooperation submitted to AEA CEO, to be finalized next quarter.	The cooperative relationship between ERP and AEA will increase access to literacy programs for adolescent and adult community members.
	<b>Partnership Agreements with Governorate level AEA Directors (NFE/SG)</b>	Conduct governorate level Integrated Orientation Workshops for AEA staff	Conducted Integrated Literacy Orientation Workshops with AEA staff in Aswan, Qena, Minia, and Beni Sweif.	Similar workshops will be held in Fayoum, Cairo and Alexandria next quarter.
	<b>Community Literacy Needs Assessment (NFE/SG)</b>	Meet with governorate AEA offices to map existing AEA literacy classes in target ERP communities  Develop literacy needs assessment questionnaire to be conducted in target ERP communities	Conducted mapping exercises in Aswan, Qena, Minia and Beni Sweif.  Finalized literacy needs assessment questionnaires as part of community profile exercise	Similar mapping exercises will be conducted in Fayoum, Cairo and Alexandria next quarter.
	<b>Integrated Literacy Teacher &amp; Learner Printing and Distribution (NFE/SG)</b>	Print and distribute level one literacy books for use in governorate ERP target AEA classes	Printed and distributed 4,000 copies of level one integrated health and literacy book to seven ERP governorate field offices to support of AEA classes.	
	<b>AEA Literacy Teachers and Supervisors Training</b>	Conduct training workshops for AEA literacy teachers and supervisors on the use of integrated health and literacy	Conducted 4 day training workshops for 19 AEA literacy teachers and 5 supervisors trained in Minia, 19 teachers and 11 supervisors Beni	These workshops strengthen the capacity in the field to maximize the effects of newly distributed materials. Similar



Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>(Community Participation cont'd)</b>	<b>(NFE/SG)</b>	books and active teaching & student centered learning techniques	Sweif.	training will be held for AEA teachers and supervisors in 3 additional governorates next quarter.
	<b>Life Skills Teacher / Learner kits Distribution (NFE/SG)</b>	Obtain New Horizon kits from CEPDA and place print order for New Visions kits, determine distribution plan	Printed and distributed 1,000 New Visions kits distributed among 7 ERP field offices and 300 New Horizons kits were distributed among 5 field offices.	The kits focus on training skills, community development concepts, gender roles and New Horizons life skills content for girls. Cairo and Alexandria will receive kits next quarter.
	<b>Community based Life Skills Facilitators Training (NFE/SG)</b>	Conduct 9 initial training workshops for female community volunteer facilitators on use of New Horizons kit and male community volunteers on use of New Visions kit	Trained 63 female community volunteer facilitators on use of New Horizons kit in Minia, 34 male community volunteers trained on use of New Visions kit in Minia.	Community volunteers in three additional governorates will be trained on New Horizons and New Visions materials next quarter.
	<b>Life Skills Classes Orientation (NFE/SG)</b>	Orient partner CDAs and trained community volunteer facilitators process for opening life skills classes for adolescent boys and girls.	Approximately 1,300 girls and 635 boys have enrolled in New Horizons and New Visions classes operated by 4 CDA in Minia.	CDA based life skills classes will be opened in 3 additional governorates next quarter.
	<b>Early Childhood Development Strategy (NFE/SG)</b>	Survey existing ECD programs in Egypt  Finalize ECD strategy design document	Made visits to ECD programs in Egypt including: CIDA, ICA, Minia University, NCCM, Mubarak Center, Save the Children and UNESCO. Strategy design paper was finalized.	ECD activities to begin in 2 governorates next quarter.
	<b>GOE Community Participation Meetings (COD)</b>	Strengthen working relationships with appropriate GOE units to implement community participation in education activities	Conducted meetings with MISA (Ministry of Insurance and Social Affairs) representatives, with MOE Under-Secretaries and MOE-NGO Unit representatives in each governorate to discuss the ERP community participation objectives and the need for ERP MOE and	These meetings resulted in strong endorsements from MOE and MISA for a working relationship with ERP that will result in demonstrating specific elements of community participation in education in 3 ways: to deliver non-formal

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
<b>(Community Participation cont'd)</b>			MISA to work in collaboration with each other toward improving educational services in Egypt through community participation.	education services; to support access to education; and to promote community participation standards.
	<b>Lead NGO Selection (COD/NFE/SG)</b>	Select NGOs to work in partnership with ERP to implement the community participation strategy in targeted communities	Announced request for applications for lead NGO positions for each of the seven governorates. Review applications and select two NGOs in each governorate to support the work of BOTs and CDAs in implementing ERP's community participation objectives.  Made agreements with 11 NGOs to work with CDAs and BOTs in the seven governorates.	This implementation strategy is being used BOTH to harness the experiences of existing NGOs in Egypt and to leave a network of NGOs engaged in community participation in education in the wake of ERP.
	<b>Tools in Support of Community Participation (COD)</b>	Develop Core Community Participation in Education Tools and Guidelines	Developed 3 products to assist ERP and CDA in identifying educational issues and priorities. The 3 products are: Community Education Profile Questionnaire and Procedures, Community Education Action Plan Template and Procedures, and CDA Organization Assessment Tools and Guidelines.	ERP successfully produced these tools which will serve to strengthen CDA and community involvement in educational reform by raising awareness and promoting participatory methodologies.
	<b>Girls' Scholarships Distribution (COD)</b>	Contract 7 NGOs to enable them to support approximately 4200 families receiving funds for schools fees, uniforms, books & materials, and a monthly stipend to support the each family while their daughter is in school.	Signed a 2nd 4-month contract with each of the 7 NGOs in order to continue funding.	ERP is using this time to research alternative strategies to implement girls' scholarships while keeping girls in school.
	<b>Girls' Scholarship Strategy</b>	Draft a Girls' Scholarship strategy expanding upon	Successfully held a strategy workshop with 25 field staff from 16	The contacts made through this participatory process will

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Community Participation cont'd)	(COD)	lessons learned from previous programs and researching alternatives barriers keeping girls from getting into and staying in school.	organizations, along with 10 ERP staff and one international consultant to discuss best practices in Girls' Scholarships.	also be valuable in setting up a network of organizations engaged in getting and keeping girls in school.
PC 11.3 Community-based (Demand Driven) Education Improvements	Community Youth Mapping (CYM) (DGM)  <i>School to Work</i>	Train participants on CYM tools in five governorates (Fayoum, Beni Sweif, Minia, Qena and Aswan)  Survey finalized, translated, and printed with glossary of terms  Establish CYM quarters with computers in same five gov.  Youthmappers to begin field work with their field supervisors  Train participants on CYM database via internet	Participants trained in five gov's: 366 youthmappers (232 boys, 134 girls); 40 field supervisors; 49 NGO reps.  Survey and Glossary finalized and translated.  CYM quarters chosen and outfitted in four governorates (Beni Sweif, Minia, Qena, and Aswan)  Youthmappers began field work  Participants trained on CYM database, survey data entry, analysis, and findings presentation	Fayoum has been postponed upon the request of its MOE Undersecretary (Samir Ibrahim).  Cairo and Alexandria have been reluctant to take part in this activity and requested they first see the results of the other participating gov's.
	<b>School-to-Work</b>	To establish community based School-to-Work GEAC subcommittees in seven governorates	Two additional Governor decrees signed in Qena and Alexandria. STW Action Plans developed and approved by GEACs in Aswan and Minia (Alexandria pending). These three governorates selected for Phase 1 of this activity.	Aswan, Beni Sweif, Cairo, Fayoum, and Minia signed last quarter.
	<b>Strategic Planning for School to Work programs (DGM)</b>	Prepare a preliminary STW plan following input from DGM Local Advisors, surveys, focus groups, etc.	Specific marketing plans developed for each STW committee.	A comprehensive change management strategy will be developed in conjunction with the annual work plan using research data/results.

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Community Participation cont'd)	<b>Social Marketing Research: School to Work (DGM)</b>	<p>Research and Questionnaire endorsed by USAID</p> <p>Questionnaire piloted in two governorates.</p> <p>Start the research in the 5 governorates where the governors approvals are received (Fayoum, Beni Sweif, Minia, Qena, and Aswan)</p>	<p>Questionnaire approved and piloted in two governorates (field tested)</p> <p>Beni Sweif data already gathered</p> <p>Other governorates are about to start</p>	<p>Preliminary Feedback is positive. Results will help guide preparation of governorate specific social marketing efforts</p> <p>Cairo and Alexandria have not yet participated.</p>
	<b>Business Capacity Research (DGM)</b>	Conduct focus groups and research on developing a replicable research instrument to assess knowledge, skills, and attitudes of graduates needed by local businesses as well as the capacity of local businesses to provide jobs	Focus groups conducted	Baseline study related to School to Work Questionnaire development and data gathering to be completed in Q4
	<b>Education Reform Funds (ERF) (DGM)</b>	To introduce the concept of ERFs to governorates and to stimulate debate on the issues and challenges facing such funds	<p>Workshop Report from Q2 finalized</p> <p>Work plan for the next four years drafted on the basis of the workshop recommendations</p>	Workshop Report to be widely distributed. DGM Local Advisors have been directed to gather local data and to make Governorate level ERFs a high priority for Q4 and Year 2.
	<b>Needs Assessment Training (EQ)</b>	Use needs assessment activities as mechanisms for professional development of project stakeholders	Trained 100 local educational leaders in general and technical education (school system officials, unit directors, school principals, BOT members, STW Committee members, business community representatives) on methods of needs assessment and data gathering related to leadership and workforce	Activity undertaken in support of Professional Development

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
			development.	
<b>Participant Training</b>				
<b>PC 11 Improve the Quality of Basic Education</b>	<b>Monitoring and Evaluation Participant Training (M&amp;E)</b>	<p>Hold orientation meetings with some of the Monitoring and Evaluation Division partners at the MOE central level and regional advisory levels</p> <p>Finalize the procedures for 20 participants of M&amp;E partners to travel to the UK by April 3, 2005 for a two week training course in Monitoring and Evaluation.</p>	<p>Held three meetings with the partners in February</p> <p>The training program was postponed</p>	The waiver to send participants to the UK did not get the required approval from USAID legal office. This program is still on hold until it can be approved and rescheduled.
<b>PC 11.3 Community-based (Demand Driven) Education Improvements</b>	<b>DGM Participant Training</b>	Hold meetings with the potential participants.	An initial meeting has been conducted at Minia and Aswan for "School To Work" Study tours	Each group of about 15 persons will be traveling to the US to gain new experiences in the field of School-to-Work.
<b>PC 12 Improve Institutions of Higher Education</b>	<b>FOER Participant Training Study Tour</b>	MSU, Pittsburgh, and Cairo teams plan and conduct a two-week study tour to the U.S. for FOER consultants	<p>13 FOE faculty members (FOER consultants) and 1 FOER staff member participated in a study tour to Michigan State University and University of Pittsburgh, 29 January – 13 February 2005, involving university- and school-based observations and discussions</p> <p>Follow-on meeting held at USAID during which participants reported on their experiences as well as their</p>	Other planned training activities (for March and May) were postponed, pending an agreement with the MOHE on FOER's new scope of work

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
			plans to share what they learned with other colleagues	
<b>Standards</b>				
<b>PC 11 Improve the Quality of Basic Education</b>	<b>Embedding Standards in Teacher Training Workshops (EQ)</b>	Support and work with the professional development component in the design and piloting of a prototype module for embedding standards within teacher training workshops.	Completed activities to support design of a prototype to embed standards within teacher professional development workshops.	Activity undertaken in support of promoting Standards Implementation
<b>PC 11.2 Improved Instructional Methods in the Classroom</b>	<b>Standards Prototype Training Workshop (EQ)</b>	Develop a prototype training workshop for embedding standards within teacher training workshops.	ERP completed training of 120 teacher trainers from primary, secondary, preparatory and technical schools across six governorates in approaches to lesson planning linked to national standards.	Activity undertaken in support of Professional Development
	<b>MOE Stakeholders' Meeting on Standards (EQ)</b>	Provide an initial opportunity for the exchange of information among educational officials concerned with standards across the seven program governorates.  Organize a forum on standards for 24 officials concerned with standards from across the seven ERP governorates to exchange information	ERP organized and held a forum for 24 MOE stakeholders on standards.	Activity undertaken in support of promoting Standards Implementation
	<b>Standards Support Group Meetings (EQ)</b>	Organize and meet with standards support groups identified for leadership roles across the ERP governorates and support focusing visioning	Completed organization of and initial follow-up meetings with standards support groups across ERP governorates.	Activity undertaken in support of promoting Standards Implementation

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(Standards cont'd)		and planning activities among them.		
	<b>Initial Assessment of Standards' Awareness (EQ)</b>	Work with a consultant to conduct field visits, validate initial assessment of levels of awareness across the governorates, and develop recommendations for a standards implementation training framework.	Completed validation of initial assessment on standards awareness and development of training framework on standards implementation.	Activity undertaken in support of promoting Standards Implementation
<b>PC 11.3 Community-based (Demand Driven) Education Reform</b>	<b>Strategic Planning for Standards Implementation (EQ)</b>	Initiate discussions with ERP colleagues on ways to distribute work on community standards.  Meet with colleagues in Non-formal Education and Community Organization units to share work on community standards implementation.	Completed preliminary division of labor on community standards domain.	Activity undertaken in support of promoting Standards Implementation
<b>PC 12 Improve Institutions of Higher Education</b>	<b>Intra-ERP Linkages and Coordination (FOER)</b>	Identify possible areas of joint activities with other ERP units (e.g., EQ and ESS)	Meeting with EQ consultant, Nancy Clair, regarding plan for standards implementation in the families of schools	
<b>Monitoring and Evaluation</b>				
<b>PC 11 Improve the Quality of Basic Education</b>	<b>Building Capacity in EMIS (Education Management Information System) (M&amp;E)</b>	Clearly identify M&E Boundary Partners  Develop a clear and realistic description of their job, their main tasks, organizational structure, scope of influence,	An introductory meeting was organized with Undersecretary and senior staff at the seven governorates, to discuss the study process and schedule site visits and focus groups.	This M&E Boundary Partners Identification/ Capacity Building study includes three main stages:  Stage 1: Identifying M&E partners.

Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(M&E cont'd)		resources, work methodologies, and procedures.	<p>An Information Collection Form has been designed to collect data around partner resources and needs. Numerous meetings and site visits are underway to administer the form during focus group meetings held in partners' work places.</p> <p>Site visits to all the seven partner governorates were completed this quarter. Each site visit included meetings at the muddiriya, the idarra, and selected school within the idarra</p>	<p>Stage 2: Needs assessment for identified partners</p> <p>Stage 3: Capacity building plan</p> <p>During this quarter, stage1 of the study is currently taking place.</p>
	<b>Building ERP Data Management System (M&amp;E)</b>	<p>To investigate information needs of different system beneficiaries</p> <p>To provide needed human and technical resources</p> <p>To develop event tracking system for ERP interventions.</p>	<p>Design of ERP event tracking module.</p> <p>Implementation of the ERP participants' registration and transaction module, consultant skills – based search engine, ERP staff profile records, and web-based knowledge management tool.</p>	On-going discussion with EQUIP 1 is taking place on how best fit EQUIP 1 needs on the current systems, and to enhance the current modules where needed
	<b>Baseline study: Identifying the MOE Monitoring, Evaluation, and Information Systems Capabilities and Needs (M&amp;E)</b>	<p>Design information collection form</p> <p>Conduct focus group meetings with representatives of the M&amp;E and IS divisions at MOE central, muddiriya, idarra, and school levels in the seven governorates.</p> <p>Analysis of collected baseline data</p>	Targets were accomplished during quarter	This study supports the capacity-building efforts related to collecting and using educational data for effective decentralized decision-making.



Program Component	Task /Activities in pursuit of PCs	Targets for the Quarter	Achievements During the Quarter	Comments
(M&E cont'd)	<b>Evaluation of Hand in Hand 2 – Term 1 (M&amp;E)</b>	<p>Student and Teacher's Questionnaire reviewed and endorsed by MOE</p> <p>Commence data collection in the field</p>	<p>Study endorsed by MOE (English Language Counselor) and Questionnaire reviewed and approved</p> <p>English Language Inspectors General (IGs) received copies of questionnaire and began data collection in the field</p>	
<b>PC 11.2 Improved Instructional Methods</b>	<b>Evaluation of FOER Activities (M&amp;E)</b>	Evaluate activities of FOER Division and provide formative analyses	<p>Evaluate the four FOER training programs and analyze results for feedback on improving programs</p> <p>Presented the FOER evaluation results to the FOER team for all the activities that were held in December 2004</p> <p>Prepared the Level 1 reports for the four activities of the FOER in Dec.</p>	The rest of the reports are in progress

## NOTABLE NEWS

**School Governance in Action****Successful Board of Trustees Elections in Minia****BOT Elections Activated**

Groundbreaking Board of Trustees (BOTs) elections are currently taking place in Minia Governorate. Building on the successful Parent Teacher Council (PTC) capacity building approach conducted over the last several years by the New Schools Program (NSP), ERP and Ministry of Education (MOE) staff activated BOT elections based on acquired information and community school partnership links.

BOTs were formed based on a BOT decree jointly developed by the ERP-MOE technical team, which was then approved and issued by the Minia Governor.

**Facilitating School Community Partnerships**

The following steps were implemented to facilitate large scale BOT elections:

**Step One**

BOT election orientation meetings are held with governorate and district level Ministry of Education officials and social work department supervisors. In Minia, ERP-MOE field teams were established to assist schools and communities to organize the first-ever BOT elections.



An empowered school advertises the

**Step Two**

School visits are conducted to orient school administrators and teachers about ERP, the BOT model, and benefits of the decentralized approach to school governance.

**Step Three**

School staff form community outreach teams to educate community members about the importance of wide scale participation in BOT elections.

**Step Four**

Parents and community are invited to the BOT election at the school (usually 500+ attend). General Assembly elects BOT board members by secret ballot process. Ballots are counted and election results announced in front of the General Assembly.

ERP School Governance technical staff will work hand in hand with Ministry of Education counterparts to replicate this dynamic BOT election process in the other six ERP target governorates.



An ERP-MOE field team orients communities on the BOT election process and the importance of participation.

---

**“I was a member of a NSP Parent Teacher Council, so I am qualified to be a Board of Trustee”, said one parent running for election.**

**“Most importantly, I want to link the school with the community”, said another PTC candidate to over 400 election attendees.**

### **BOT Capacity Building**

Newly elected BOTs will begin a capacity building training program aimed at enhancing knowledge and skills to enable the BOT to play a lead role in the decentralized school improvement process. The BOT training program is implemented under the auspices of the new MOE issued Community Participation Standards and will be implemented by ERP staff working in collaboration with MOE social workers and partner NGOs.

### **Democratic BOT Elections Endorsed**

MOE officials and community members hailed the Minia BOT elections a great success. Upon hearing about the high voter turn out and successful BOT election at the Abo Qorqas new school, parliament member, General Farouk Baha donated LE 1000 to the newly elected BOT as a way of endorsing the democratic election and encouraging the new board.

### **36 New BOTs in Minia**

The first BOT elections took place on 22 February 2005 in the ERP target district, Abo Qorqas, Minia. To date, 14 BOTs have been elected in 7 technical schools, 5 secondary schools and 2 primary schools. By the end of April, 22 additional BOT elections will occur in Minia, involving in total over 18,000 general assembly members to elect nearly 80 board members.



### **New BOT Model**

BOTs differ from PTCs in that the president of the body is a parent, not the school headmaster. This further allows parents and communities to actively participate with school administrators and teachers in decision-making to effect improvements in the quality of education.

### **BOT Composition**

BOTs are composed of nine parents, six community members, six school staff (1 Headmaster, 2 Deputies, 2 Teachers, 1 Social Worker) and a non-voting Financial Controller for a total of 22 members.

### **Around the Governorates in Fifteen Days**

The necessity of acquiring valid and reliable information that reflects the exact reality and needs of our MOE partners is a crucial step for planning ERP interventions. The M&E division designed and

---

implemented a study to investigate the Monitoring, Evaluation, and Education Management Information Systems (EMIS) available at the MOE at both the central and local levels. This study is part of the M&E capacity-building strategy of working with partners and stakeholders for developing and applying effective and sustainable M&E and EMIS systems that inform decentralized decision making.

The M&E division worked collaboratively with a local consultant, who is an expert in the MOE system, in conducting the study. After acquiring approval and support of senior MOE officials, the M&E division held a focus group meeting on February 22, 2005. Participants included muddiriya undersecretaries and idarra directors of the 7 ERP targeted governorates; Cairo, Alex, Fayoum, Beni Sweif, Minia, Qena, and Aswan. By the end of the meeting, participants agreed on the appropriate tools needed for data collection and set a schedule for M&E field visits to cover all targeted muddiriyas, idarras, and some of the ERP Family of Schools in 15 days.



In conducting this study, the M&E division adopted a triangulation technique in which more than one data collection method was employed. The methods included: focus group discussions, interviews, direct observation, data collection forms, document review, and sample collection.



At all muddiriyas and idarras, focus group meetings were held with representatives of all departments concerned with M&E and EMIS. Prior to our visit, those departments were informed about the objective of the study and were required to complete a data collection form that would reflect their structure, facilities, needs, etc. The findings showed that many departments are working in the area of M&E and EMIS at the muddiriya and idarra levels while their level of collaboration / coordination vary from one place to another as well as their structure and facilities. Among the departments identified were the *Education Reform Dept., Monitoring Dept., Information, Statistics & Computer Dept., Planning & Monitoring Dept., Technology Development Center, Subject Supervisors General and Administration & Finance Dept.* Samples of all data collection tools used by those departments were acquired for analysis.

Investigating the EMIS system at the MOE was a major concern of this study, visits were conducted to the computer and information departments at muddiriyas and idarras to study the kinds of data collected, the reports produced, the systems employed, and their efficiency/compatibility. The study showed that at some governorates, different departments collect the same information from schools using different systems and data collection forms and mechanisms having minimal coordination among them. Visits were also paid to some of the ERP Family of Schools to report on the EMIS facilities and systems available.

In terms of capacity building in the area of M&E and EMIS, the study showed that it will be a big challenge. The director of the Monitoring Dept. at one of the targeted governorates said: "Since I started working in M&E, I as well as all my staff haven't received any professional training in this area except for those for promotions." All participants stressed their need for capacity building and training to acquire new skills and raise their standard of performance. Through these visits the M&E division collected crucial information that will guide its future interventions.



---

## School Supervisors Trained in Standards-based Observation

The Education Reform Program (ERP) welcomed 156 school supervisors, representing all seven program governorates [Aswan (18), Qena (18), Minia (28), Beni Sweif (18), Fayoum (18), Cairo (28), and Alexandria (28)], to participate in two, intensive, week-long training workshops designed to strengthen their capacities as classroom observers. The supervisors will collect information on the use of reform-based teaching methods in ERP schools. Their work builds on prior years of effort by the Ministry of Education (MOE) to develop national educational standards to improve the quality of education in Egypt. The supervisors will participate in three rounds of data collection over the life of the project: during the first year of the program, at mid-point, and in the final year of ERP. Their work will take them into classrooms across primary, preparatory, secondary, and technical schools.



This baseline study provides the ERP and program stakeholders (students, parents, teachers, and administrators) with a systematic approach to measuring changes in standards-based teaching methods over the course of the reform program. ERP used several steps to develop the baseline study training workshops.

### Step One

Identify major groups of national educational standards to guide development of a classroom observation instrument.

### Step Two

Identify selected teacher and student activities and behaviors (indicators) to look for which can indicate the use of reform-based methods of instruction.

### Step Three

Develop training materials and observation guides for observers to develop and practice classroom observation skills. Include examples from real-life classrooms in those materials by using video clips.

### Step Four

Use experienced technical experts to conduct and guide the training sessions so that the trained observers can use the observation tools with sufficient accuracy and reliability.

### Step Five

Include experienced supervisors from across the ERP governorates to form a core group of trained classroom observers for the baseline study to strengthen its sustainability and replicability in the long term following the ERP program.

### Step Six

Select representative samples of schools and classrooms for the initial baseline study observations across the seven ERP governorates.

### Step Seven

Conduct the observations, analyze the results, and use them as an initial benchmark to measure future changes in the use of methods as well as a source of training needs assessment.

ERP uses reform-based methods as a term which includes instructional approaches which differ from “chalk and talk” lecture and memorization because they involve both teachers and students in

---

more interactive instruction and learning. Examples of reform-based methods include inquiry-based teaching, learner-centered teaching, cooperative learning, and active learning. Reform-based methods can also support the development of students' problem-solving and critical thinking skills.

"I thought I knew and understood well most of the standards indicators; but when I practiced them myself, in fairness, I realized how difficult they could be. The workshop was helpful."

Technical School Supervisor

"At first I didn't think I really needed help with observation, but after the workshop started I could see how it could help me with my work on national standards."

Primary School Supervisor

Information collected from the baseline study will have many uses. Some examples include:

- Providing a starting point for measuring the effects of professional development activities on teaching methods scheduled during the project
- Providing information on areas where teachers are strong as well as areas where more in-service training is required
- Building capacities among cadres of supervisors in standards-based classroom observation skills
- Allowing program stakeholders opportunities to obtain periodic feedback on educational quality in classroom instruction.

## Perceptions and Attitudes on Technical Education and School-to-Work

In the initial meetings with the School to Work (STW) committees in the 7 participating governorates, most of the committee members highlighted the importance of changing the societal perspective and its misconceptions about technical school graduates and students. Those concerns included the social status of the students within the society after graduation, their relatively few employment opportunities, and their low or inadequate skill level compared to what is needed for good job prospects.



ERP is addressing the perceptions and attitudes of stakeholders towards the STW program and its potential to increase student preparedness and their future job possibilities. The main STW stakeholder groups have been identified and include parents, graduates, present students, teachers, businessmen, senior education officials, and media people. Representatives of each of those stakeholder groups, from two communities, Minia and Aswan, were invited to focus group meetings to clearly identify their current perceptions of the technical education system, their future expectations about it, and any issues surrounding implementation of the STW program in their governorates. There were two other objectives of those meetings: 1. to develop the key messages for each of the stakeholder groups, and 2. to identify the best information outlets to reach members of each of the representative groups. The initial feedback from those meetings was quite encouraging in participants' enthusiasm to address the issues



---

The other five governorate focus-group meetings will follow during the next quarter. The strategy being developed will reflect the information that is specifically needed in each governorate to begin to address attitudes towards technical schools and their graduates' abilities and future.

To broaden the scope of experiences, learn lessons from other STW programs, and build capacity in STW participants, an initial meeting was conducted at Minia and Aswan to begin planning "School to Work" Study tours to the US. The groups will be traveling to the US to learn about experiences in the STW field. The objective is to understand new ways of helping students (e.g. the role of business in technical education) from different technical schools (Commercial, Agricultural, and Industrial) prepare for and find appropriate work after finishing their education.

### **Getting Students Involved: Community YouthMapping (CYM)**

Three hundred and sixty six technical school youths (232 boys, 134 girls - youthmappers), 40 technical school teachers and social workers (CYM field supervisors), and 49 NGO representatives from five governorates were nominated and trained to become involved in the Community YouthMapping effort. The CYM strategy includes mobilizing the community, building citizen capacity, empowering youth through participation, and utilizing and increasing local data infrastructure. The first focus of CYM is as a data collection program that requires community (e.g., NGOs and businesses) participation. The CYM program will provide baseline data on existing community opportunities and supports for students as they relate to school-to-work efforts. The second important focus of the CYM program is to empower students/youths to become active community members through participating in decision making.



Three-day training programs offered were specifically developed to suit the needs of the participating idarras in Fayoum, Beni Sweif, Minia, Qena, and Aswan. Participants were trained in three methods of data collection - surveys, discussion groups, and one-on-one interviews. Each participating idarra has received printed surveys and glossaries to aid youthmappers on terms that may be unknown to the public as they gather information from their communities. The data gathering process has begun in four governorates.



CYM field supervisors and 14 youthmappers from each governorate also participated in two-day trainings on the CYM database. Participants were first orientated on basic computer skills and then trained by M & E staff on the CYM online data entry system and its relative functions. The data collection and training efforts have provided youth and their advisors with confidence and increased knowledge that will serve both the students and their communities.

### **Voices from the Field Heard for the First Time**

Muddiriya and idarra training managers in the local training systems in the governorates are currently used as administrative assistants. They wait for the central training planners to send an annual training program plan for implementation. These programs are supposed to be based on teachers' needs in the governorates. However the needs assessment tools are designed and analyzed by central training staff, and a host of other players above the local level



---

filter out specific information essential in truly serving local educators' needs.

ERP aims to empower local training providers to plan, implement, monitor, and evaluate effective training programs for themselves. ERP has facilitated an extensive series of events among local training system players. It was the first time to work as one group with other local colleagues as well as with central training system representatives. In the initial meeting the general atmosphere was one of dissatisfaction with the status quo and disbelief in any possibility of change. Among the sentiments heard were: "The system will never change," "We only do promotion programs, but no technical training," "We train 200 people in one session," "The programs we get in the local plan do not relate to the actual needs of educators in the governorates."

Seven months and numerous events later the local training system participants have developed their own vision of what a decentralized, standards-based training system should look like. They have voiced their thoughts and dreams on different occasions with central training officials, supervisory system representatives, and undersecretaries from each of the seven governorates in which the program is working. They've written a new mission for the training system in their governorates and come up with a list of major training tasks they perceive themselves doing in an integrated, decentralized, standards-based professional development system. They even have identified the main challenges that hinder the implementation of their visions and proposed methods for dealing with them.

Currently, the local training players are preparing for the National Forum on Professional Development where they will have a chance to work with all training system representatives to voice their visions to key officials from the Ministry of Education and other ministries and entities that have direct impact on training. Along with other professional development system players, they will also develop an integrated vision of a professional development system.

The outcomes of the National Forum will be the basis for setting a strategic plan for implementing the new vision of a responsive professional development system and building the capacity of the different staff working at central, local, and supervisory levels. Local training system leaders are beginning to believe the system can be improved.

## **Capacity Building**

### **US Study Tour for Faculties of Education**

Orienting Egyptian educators about the most current ideas and practices in education and teacher education in the United States and internationally was the goal of a study tour sponsored by ERP. This participant training program included thirteen Faculty of Education (FOE) members and one ERP program specialist who traveled to Michigan State University and the University of Pittsburgh from 29 January to 13 February 2005. During the study tour, Egyptian participants engaged in university- and school-based observations and discussions related to the reform of schools and of teacher education. They also established stronger links with U.S. partners involved in ERP. At a follow-on meeting held at USAID on 17 March, Egyptian participants reported on their experiences in the U.S. and on their plans for sharing what they learned with colleagues at their universities.

### **Study Tours in Planning**

Other study tours/training programs are being planned. One includes a STW study tour for STW committees representatives in each of the governorates (see story on STW).

An overseas training program for Monitoring and Evaluation capacity building with MOE officials is in the planning stages. This training program was originally scheduled for April but it is hoped that it can be rescheduled for early summer. Twenty participants were selected to attend the course. M&E criteria for selection specified that participants should be managers that have influence over



---

other colleagues and have time to transfer the skills, knowledge, and attitudes they will acquire from the course and can pave the way for the monitoring and evaluation division in their institutions.

The M&E division is expecting that after this course the participants will have acquired the necessary skills, knowledge, and attitudes (KSAs) that will help them evaluate their programs and use the feedback in guiding and developing programs and skills in their institutions which in turn will help in the reform of the education system in Egypt and will lead to a more information based decision making. At the same time the participants should transfer the acquired KSAs to other colleagues to build capacity and long-term sustainability in education reform.

## **ERP Baseline Studies Underway**

ERP baseline studies are being developed to gather information that will be critical to assessing progress as the reform program evolves but also to guide the development of program activities and foci. Two of them are described below.

### **Assessing Parents' Satisfaction**

This research aims to assess parents' satisfaction with the education their children are receiving. This is one of the joint activities for the DGM Division in collaboration with the M&E Division.

This Quarter, after consultation with USAID, the questionnaire was finalized and piloted in Fayoum. This piloting revealed that a door-to-door technique will have to be used in data collection. This is because students' information obtained from schools does not include clear addresses. Data collection commenced on Saturday, March 12, 2005. It is expected that this will be concluded, data reviewed, data entered, and preliminary analysis all completed next Quarter.

### **Analysis of MOE trainers and training programs:**

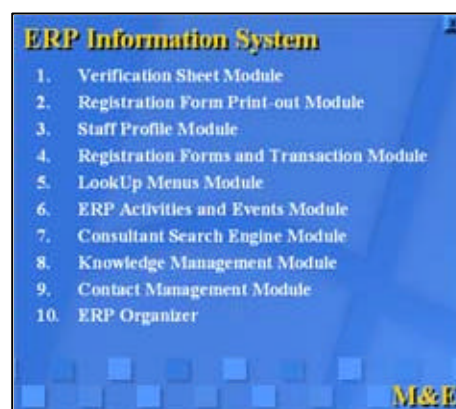
During quarter 2 the Education Systems Support (ESS) division developed a baseline study on MOE trainers' skills and background in training, and training programs conducted by MOE departments for the MOE staff. Three data collection instruments were administered as a part of the baseline study. They include an interview form on training programs offered to MOE trainees and MOE trainers, a written survey form on the type of training courses offered at each of the 7 selected governorates and idarras, and a written survey form on trainers' skills and backgrounds.

In Quarter 3, in coordination with ESS, the M&E, took responsibility for the data entry and analysis for this baseline study. The agreement was on a four-step analysis process. The first step was coding available data for each of the three data collection instruments. Ten MOE members from a number of governorates handled the coding process under the supervision of the ESS staff. During this phase, the IS unit started the second step in the analysis process by developing the electronic analytic tool that will be used for both data entry and data analysis. The third step in the process was the data entry phase. It was accomplished in collaboration with 16 INSET staff under supervision of the IS unit. It included 7,849 data entry, 17,973 records, and 275,966 fields. The IS unit assumes the responsibility of generating more than 90 suggested analytic reports submitted to the ESS consultant for the generation of the final combined report writing phase.

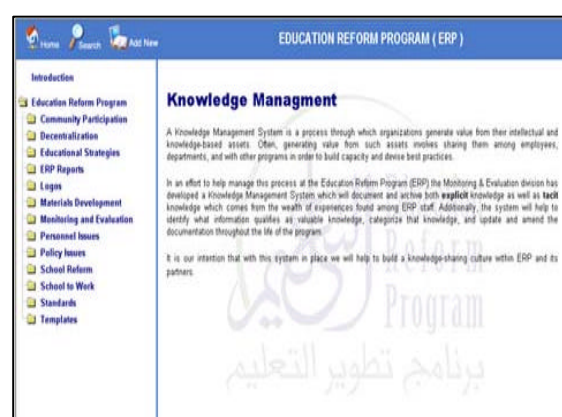
## **Building the ERP Data Management System**

The ERP Data Management System is a knowledge-based system for storing, tracking, and reporting data on participants and ERP processes. This systematic analysis generates information to assist in strengthening and improving program planning and reporting. Additionally, it is intended that the documentation of successful reform models will serve as potential prototypes for nationwide implementation.

In Quarter 3, the M&E Division continued the process of adding modules to the ERP Information system. Development and launching of the Knowledge Management module is done. The Knowledge Management module is an effort to help manage, document, and archive both explicit knowledge as well as tacit knowledge which comes from the wealth of experiences found among ERP staff at the Education Reform Program (ERP). Additionally, the system will help to identify what information qualifies as valuable knowledge, categorize that knowledge, and update and amend the documentation throughout the life of the program. The module is uploaded on the SQL server and runs in a web-based environment. The design and implementation of this module is also part of strengthening the Ministry of Education's EMIS. It will provide a model in the Family of Schools for a robust system for tracking education data.



Meanwhile, to ensure the system's usability, general orientation and technical training sessions are being provided on the best usage of the newly developed module for all ERP staff. More than 778 participants' records have been entered into the system during this quarter. In addition, operational reports for ERP events and participants are generated to respond to ERP staff information needs.



## Evaluation: Supporting Hand in Hand 2

In keeping with our commitment to collaborate and work closely with partners, and building on successful previous activities, the M&E Division is carrying out an evaluation of the English language program for primary 2 - Hand in Hand 2, Term 1 - in coordination with the ESS Division.

In Quarter 2, the teachers' self-administered questionnaire was developed, translated, and reviewed internally at ERP. This Quarter, the Questionnaire was shared with the MOE (the English Language Counselor and Office) who reviewed it, and endorsed the Study Plan and Questionnaire. With the Counselor's approval and support, copies of the Questionnaire were handed to English Language Inspectors General (IGs) in their monthly meeting in Cairo on March 17, 2005. IGs will then pass these Questionnaires to teachers to fill in and return them, through the same channel, to ERP.



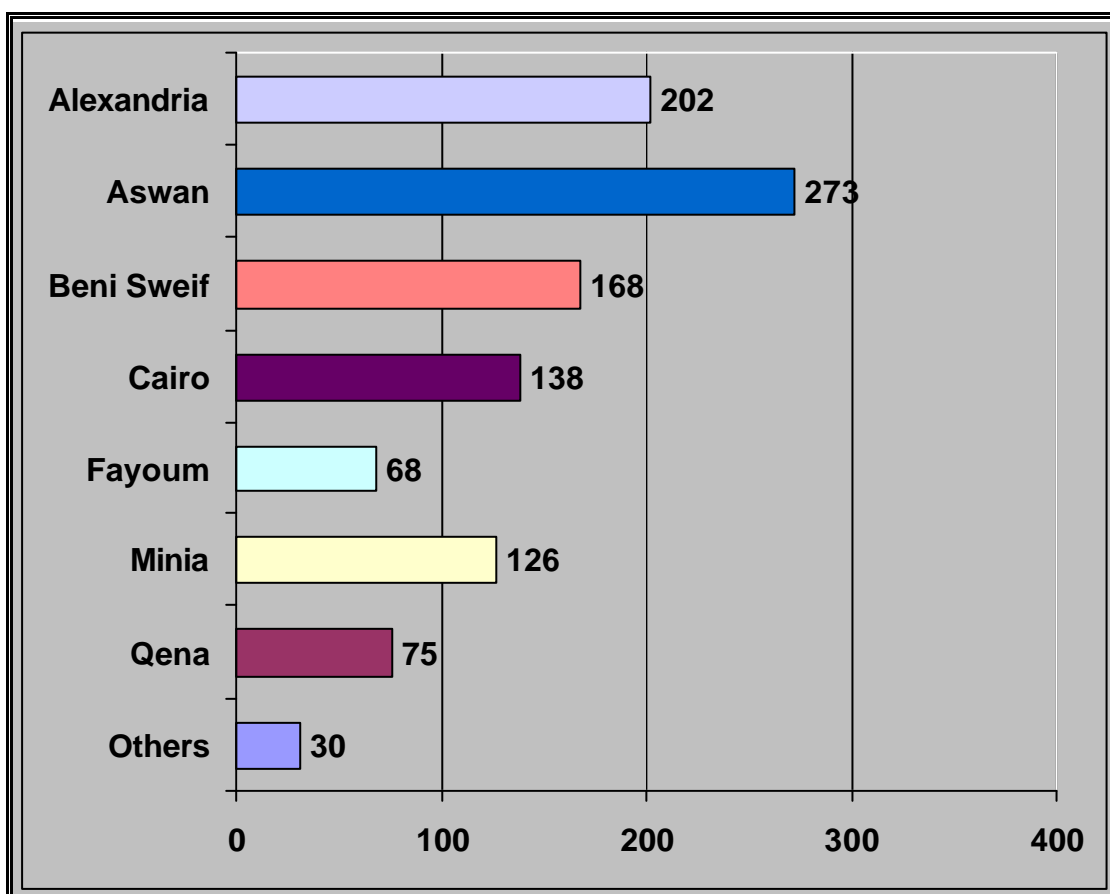
## Section

## 3

# Graphs, Tables, and Charts

Participation in ERP Events during Quarter 3, by Governorate:

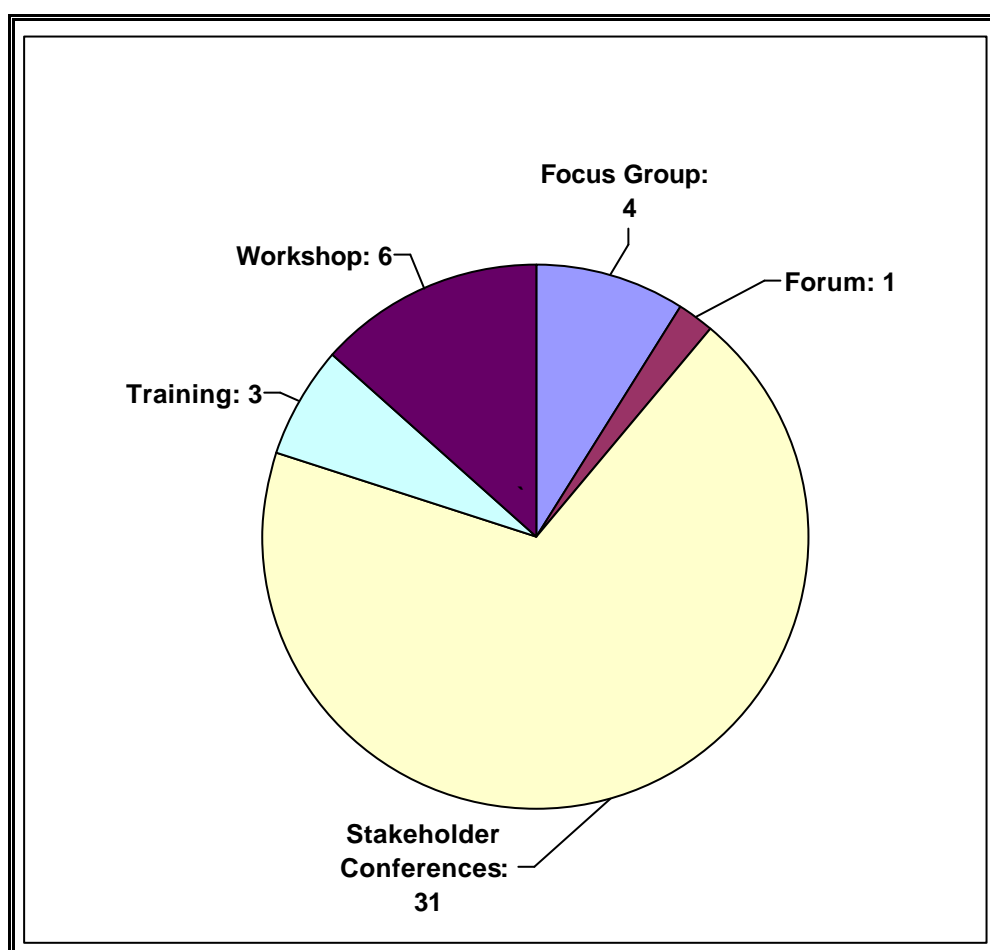
Governorate	Number of Participation
Alexandria	202
Aswan	273
Beni Sweif	168
Cairo	138
Fayoum	68
Minia	126
Qena	75
Others	30
<b>Total</b>	<b>1080</b>



---

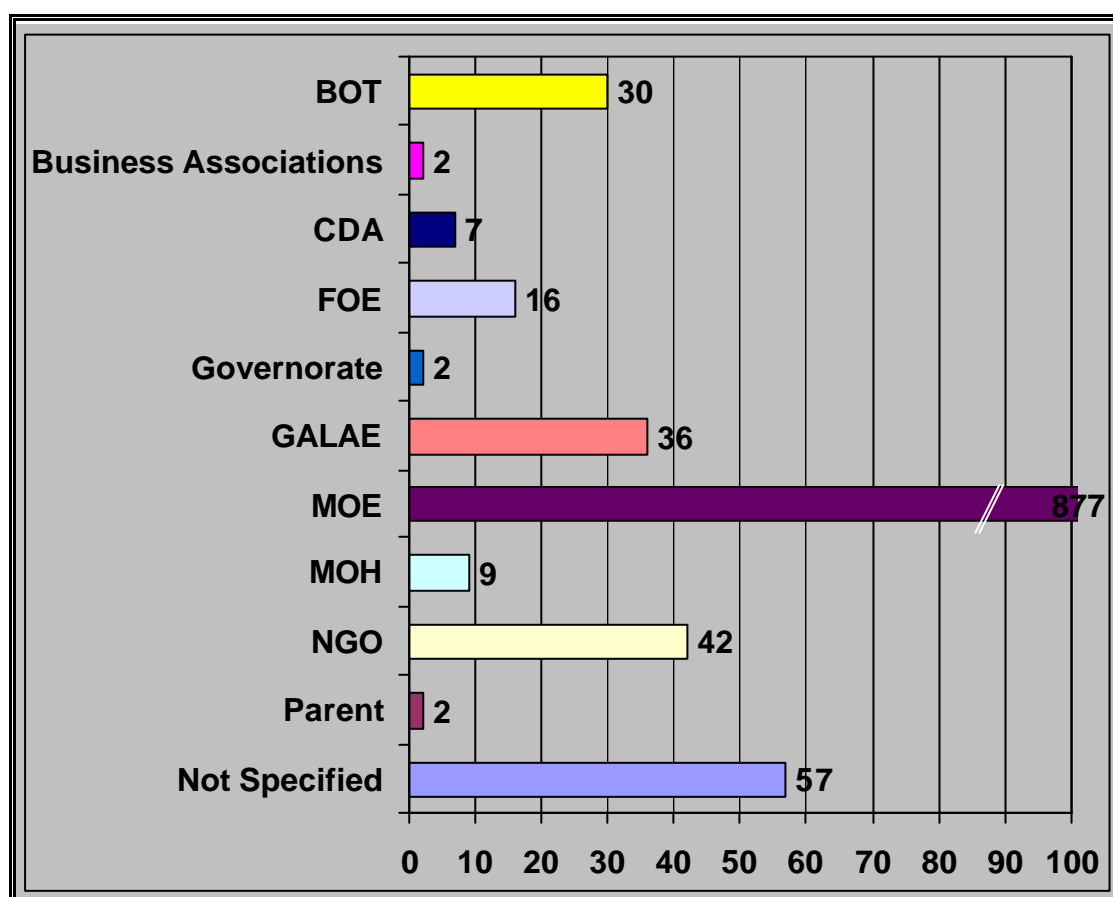
**ERP Events during Quarter 3, by type:**

Event Type	Number of Events
Focus Group	4
Forum	1
Stakeholder Conferences	31
Training	3
Workshop	6
<b>Total</b>	<b>45</b>



### Participation in ERP Events during Quarter 3, by Affiliation:

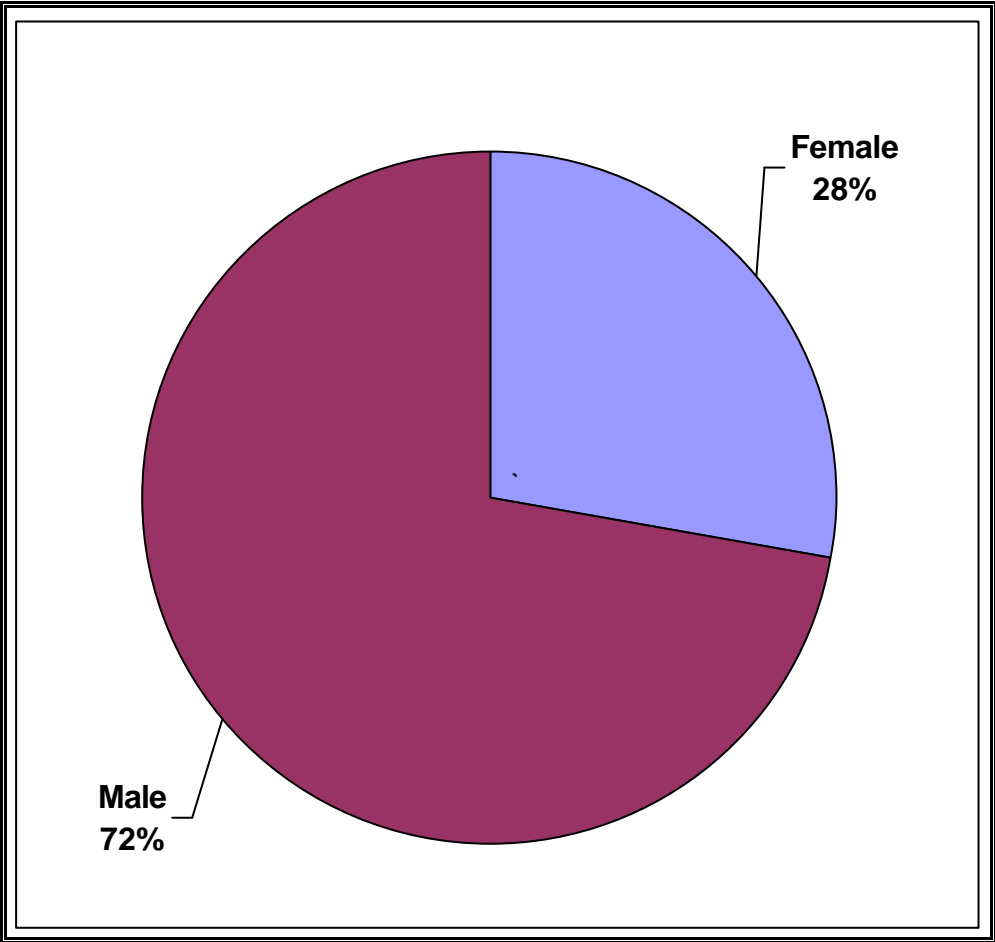
Affiliation	Number of Participation
BOT	30
Business Associations	2
CDA	7
FOE	16
Governorate	2
GALAE <sup>1</sup>	36
MOE	877
MOH	9
NGO	42
Parent	2
Not Specified	57
<b>Total</b>	<b>1080</b>



<sup>1</sup> The General Authority for Literacy and Adult Education

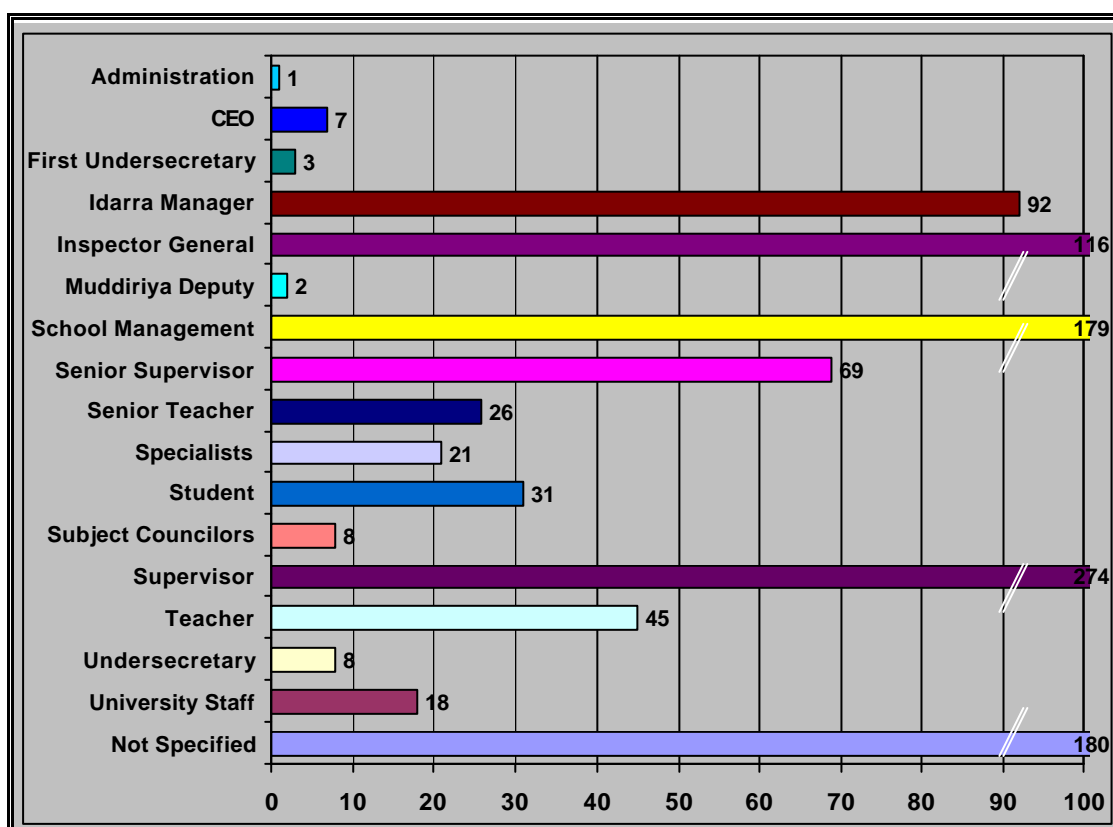
Participation in ERP Events during Quarter 3, by Gender:

Gender	Number of Participants
Female	299
Male	781
Total	1080



**Participants in ERP Events during Quarter 3, by Position:**

Position	Number of Participants
Administration	1
CEO	7
First Undersecretary	3
Idarra Manager	92
Inspector General	116
Muddiriya Deputy	2
School Management	179
Senior Supervisor	69
Senior Teacher	26
Specialists	21
Student	31
Subject Councilors	8
Supervisor	274
Teacher	45
Undersecretary	8
University Staff	15
Not Specified	180
<b>Total</b>	<b>1080</b>



---

**Materials Developed and/or Distributed during the Quarter:**

Materials	Total Number
USAID sets of supplementary instructional materials distributed	200
Level One Integrated Health and Literacy book developed and distributed	4000
New Visions Kit distributed	1000
New Horizons Kit distributed	300
<b>Total</b>	<b>5500</b>

